



2009-2010 HEAD START PROGRAM INFORMATION REPORT

OMB NO. 0980-0017

REPORTING REQUIREMENTS

The annual Head Start Program Information Report (PIR) must be completed by **ALL** programs funded by the federal government to operate Head Start and Early Head Start programs. A separate PIR must be completed for each grantee and each delegate agency. Separate reports must be completed for Head Start and Early Head Start Programs.

DEADLINE: The 2009-10 PIR is due no later than **August 31, 2010.**

Programs are encouraged to submit their reports as soon as their enrollment year is complete.

Submitting your PIR

All programs are required to submit their PIR data electronically using the Head Start Enterprise System (HSES), located at <http://hses.ohs.acf.hhs.gov/hsprograms>.

This will eliminate the need for standalone versions of the software. The online reporting system includes numerous new error checks and provides program-level reports based on 2010 data. The system will automatically calculate certain totals; therefore, they are not included in this form as data entry fields.

This year, delegate programs will submit their PIR survey through HSES to their grantee agency for review and approval. When all of an agency's PIRs are complete, grantees will submit the PIRs through HSES to the Office of Head Start.

There are three steps to submitting your PIR:

1. Input or upload the PIR, review and answer all questions
2. Use the system validation function to check your PIR for errors and make any necessary corrections
3. If validation is successful, mark the PIR complete

Submission of the PIR to the Office of Head Start constitutes approval by the authorized representative of the grantee agency.

Guidance and Reference Materials

2009-10 PIR Guidance and Reference materials are available at <http://eclkc.ohs.acf.hhs.gov/pir>.

This copy of the 2009-2010 PIR Survey Form is provided as a reference for programs that are preparing their data for submission.

The 2009-2010 PIR Survey Changes document provides an item-by-item listing of changes made to this year's PIR.

Assistance and Support

Please contact the HSES Help Desk at hseshelp@acf.hhs.gov or (866) 771-4737 if you require assistance with reporting.

The Paperwork Reduction Act of 1995 (Public Law 104-13) Public reporting burden for this collection of information is estimated to average 4 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing collection information. The project description is approved under the Office of Management and Budget (OMB) control number 0980-0017, which expires April 30, 2011. An agency may not collect or sponsor and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

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 In PDF format the table of contents entries are also Bookmarks.

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A. PROGRAM INFORMATION

GENERAL INFORMATION

The General Information data already exists in HSES.

HSES provides the ability for programs to update this information as changes occur.

Programs are asked to verify the accuracy and, if necessary, complete or update the following information.

Program Information	HSES Data	Value Options
<p>Program Information</p> <p>Note: Programs can make changes to Agency Type and Agency Description, if incorrect, by sending an email to the HSES Help Desk at hseshelp@acf.hhs.gov and copying the assigned Program Specialist.</p>	Grant Number	
	Delegate Number	
	Program Type	<ul style="list-style-type: none"> ▪ Head Start ▪ Early Head Start ▪ Migrant & Seasonal Head Start
	Program Name	
	Program Address Program City, State, Zip (5+4)	
	Program Phone Number	
	Program Fax Number	
	Head Start or Early Head Start Director Name	
	Head Start or Early Head Start Director Email	
	Agency Email	
	Agency Web Site Address	
	Name and Title of Approving Official	
	DUNS Number (if available)	
	Agency Type	<ul style="list-style-type: none"> ▪ Community Action Agency (CAA) ▪ School System ▪ Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital) ▪ Private/Public For-Profit (e.g. for-profit hospitals) ▪ Government Agency (Non-CAA) ▪ Tribal Government or Consortium (American Indian/Alaska Native)
	Agency Description	<ul style="list-style-type: none"> ▪ Grantee that directly operates program(s) and has no delegates ▪ Grantee that directly operates programs and delegates service delivery ▪ Grantee that maintains central office staff only and operates no program(s) directly ▪ Grantee that delegates all of its programs; it operates no programs directly and maintains no central office staff ▪ Delegate agency

ENROLLMENT YEAR

Enrollment dates

Instructions and Definitions

Enrollment Year - The period of time, not to exceed 12 months, during which your program provides center-based or home-based services to a group of children and their families.

- **Full-year options** - Define the enrollment year based on the significant turnover that tends to occur in conjunction with the beginning of the school year. Therefore, please define an enrollment year as a 12-month period that must begin between August 1 and September 15.
- **Part-year options** - Use the first and last dates on which classes and/or home visits begin and end to specify your Enrollment Year.
- **Migrant programs** - May report both start and end dates either in the same calendar year or in different years, not to exceed a 12 month period.

Example 1: Enrollment start date 4/25/10 Enrollment end date 10/28/10
 Example 2: Enrollment start date 6/13/10 Enrollment end date 8/26/10
 Example 3: Enrollment start date 8/22/09 Enrollment end date 5/19/10

Do not report on children and families enrolled for the first time that will begin services in the next enrollment year.

A.1 Enrollment Year:	Date (mm/dd/yyyy)
a. Start Date	
b. End Date	

FUNDED ENROLLMENT

Funded enrollment by funding source

Instructions and Definitions

Funded Enrollment is the total number of enrollees (children and pregnant women) your program was funded to serve for the 2009-2010 enrollment year.

ACF Funded Enrollment - The total number of Head Start children and/or Early Head Start children and pregnant women identified on the Grantee's most recent Financial Assistance Award (FAA).

Non-ACF Funded Enrollment - The total number of Head Start children and/or Early Head Start children and pregnant women fully funded by a non-federal source who receive comprehensive services in compliance with Head Start Program Performance Standards. This may include, for example, slots funded by the state or local school district.

Funded enrollment in the PIR is reported at the program and delegate level.

Where "# of children / pregnant women" is used, it refers to:

- The total number of children enrolled if entering data for a Head Start program.
- The total number of children and pregnant women enrolled if entering data for an Early Head Start program

A.2 Funded Head Start or Early Head Start Enrollment	# of children / pregnant women
a. ACF Funded Head Start or Early Head Start Enrollment	
b. Non-ACF Funded Head Start or Early Head Start Enrollment	

Funded enrollment by program option – children

Instructions and Definitions Refer to regulations on program options, [45 CFR 1306 Staffing Requirements and Program Options](#).

Full-Day Enrollment - A program providing center-based services for 6 hours or more per day

Part-Day Enrollment - A program providing center-based services for less than 6 hours per day

Home Visits - The visits made by home visitors to enrolled children in a home-based program option.

Combination Option - A program providing services in both center setting and home settings

Locally Designed Option - A program providing services through an alternative program variation that has been formally approved by the Office of Head Start

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	
b. Part-day enrollment	
1. Of these, the number in double sessions	
A.4 Center-based program - 4 days per week:	# of children
a. Full-day enrollment	
b. Part-day enrollment	
1. Of these, the number in double sessions	
A.5 Home-based program	
A.6 Combination option program	
A.7 Family child care option	
A.8 Locally designed option	

Funded enrollment of pregnant women (EHS programs)

	# of Pregnant Women
A.9 Total number of pregnant women positions in funded enrollment	

CUMULATIVE ENROLLMENT

Instructions and Definitions **Cumulative Enrollment** – Include ALL children who were included in the Funded Enrollment and who have been enrolled in your program and have attended at least one class or, for programs with home-based options, received at least one home visit. Include ALL pregnant women who have been enrolled in your program and received Early Head Start services.

Age of Child - Use the age of the child as of the date used by the local school system in determining eligibility for public school. Children who are age-eligible to attend kindergarten next year are considered 4-year-olds for PIR purposes, even if they have already turned 5 at the time of the report.

Turnover – Count from the date the child began classes or, for home-based programs, the date home visits began.

Migrant Program Turnover – If the program operated for less than 45 days, **do not** include children who completed the program.

Prior Enrollment - Includes only those children who, in their first year of Head Start or Early Head Start, were enrolled for at least half of the time that classes or home visits were in session.

Children by age

A.10 Children by age:	# of children
a. Under 1 year	
b. 1 year old	
c. 2 years old	
d. 3 years old	
e. 4 years old	
f. 5 years and older	

Pregnant women (EHS programs)

	# of pregnant women
A.11 Cumulative enrollment of pregnant women	

Total cumulative enrollment

	# of children / pregnant women
A.12 Total cumulative enrollment	System calculates total

Type of eligibility

Instructions and Definitions Report each enrollee only once, in A.13 through A.14, by primary type of eligibility. The sum of A.13 + A.14 must equal total cumulative enrollment.

A.13 Report each enrollee only once by primary type of eligibility:	# of children / pregnant women
a. Income below 100% of federal poverty line	
b. Receipt of public assistance such as TANF, SSI	
c. Status as a foster child - # children only	
d. Status as homeless	
e. Over income	
<i>Section 45 CFR 1305.4(b)(3) of the Head Start Performance Standards specifies that up to 49% of the children that AIAN programs serve may come from families who have incomes that exceed the low-income guidelines if the programs can demonstrate that all income-eligible children in their area are being served.</i>	

	# of children
A.14 Income between 100% and 130% of the federal poverty line	
<i>Section 645(a)(1)(B)(iii)(II) of the Head Start Act specifies that programs may serve children whose families have incomes below 130% of the federal poverty line if they can demonstrate that all income-eligible children in their area are being served. This question applies to those programs that have met the requirements of the Head Start Act and have enrolled children below 130% of the federal poverty line.</i>	

Prior enrollment

A.15 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	
b. Three or more years	

Turnover

Instructions and Definitions Where “# of pregnant women” is used, it refers to:

- The total number of pregnant women who did not enroll their infant in an Early Head Start program.

	# of children / pregnant women
A.16 Total number of children and pregnant women who left the program any time after classes or home visits began and did not re-enroll	
	# of children
a. Of the children who left the program above, the number of children who were enrolled less than 45 days	

Child care partner enrollment

Instructions and Definitions **Child Care Partners** - Child care centers or family child care homes that provide services to enrolled children that meet the Head Start Program Performance Standards. PIR questions regarding child care partnerships apply only to those providers with whom the Head Start or Early Head Start program has made such an arrangement.

	# of children
A.17 Of the children who received services in a center-based program, the number who received these services at a child care center partner	
<i>Include only those children served through a partner organization; not those in your own program's extended day or wrap-around care.</i>	

Services eight hours or more

Instructions and Definitions Include all children served in your Head Start center (or Family Child Care home) for 8 or more hours, irrespective of the funding source.

	# of children
A.18 The total number of enrolled children who received services in program options that provided service for 8 or more hours per day	

Ethnicity

Instructions and Definitions Please read the instructions for reporting of ethnicity and race carefully.

Ethnicity and race category is determined according to the ethnicity or race that the family chooses.

Each enrollee will be included in **both** an ethnicity category and a race category. For example, a family that identifies their child as Black and Cuban will be counted in the “*Hispanic or Latino*” ethnicity category and also counted in the “*Black or African American*” race category.

Hispanic or Latino origin - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of their race.

A.19 Ethnicity:	# of children / pregnant women
a. Hispanic or Latino origin	
b. Non-Hispanic or Non-Latino origin	

Race

Instructions and Definitions **American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America or Central America, and who maintains tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Black or African American - A person having origins in any of the Black racial groups of Africa.

Native Hawaiian or other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Bi-Racial/Multi-Racial - A person of 2 or more races.

Other - A person reporting a race other than those listed.

Unspecified - A person whose race is unknown or whose parents declined to identify their race.

A.20 Race:	# of children / pregnant women
a. American Indian or Alaska Native	
b. Asian	
c. Black or African American	
d. Native Hawaiian or other Pacific Islander	
e. White	
f. Biracial/Multi-racial	
g. Other	
1. Explain:	
h. Unspecified	
1. Explain:	

Primary language of family at home

A.21 Primary language of family at home:	# of children / pregnant women
a. English	
b. Spanish	
c. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	
g. Native North American/Alaska Native Languages	
h. Pacific Island Languages (e.g., Palauan, Fijian)	
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	
j. African Languages (e.g., Swahili, Wolof)	
k. Other (e.g., American Sign Language)	
1. Specify:	
l. Unspecified (language is not known or parents declined identifying the home language)	

CENTERS AND CLASSES

Instructions and Definitions Grantees are responsible for assuring that all centers are accounted for and that every facility which has been purchased, constructed or received major renovations using Head Start or Early Head Start funds has a notice of Federal Interest filed and has indicated this in the center record in HSES.

Refer to [45 CFR 1309 Head Start Facilities Purchase, Major Renovation and Construction](#) of the Head Start Program Performance Standards for additional guidance on Federal Interest and facilities.

Centers and Classrooms refer to actual physical space.

Class - A group of children that functions as a single unit, including preschool, infants/toddlers, and mixed-age groupings.

Double Session Classes - Two groups of children per day with **one** teacher. Count each session as a separate class. For example, if a program had 5 classes that operated mornings and 5 that operated afternoons with the same 5 teachers, this would count as 10 classes.

Centers

The Centers data already exists in HSES.

HSES provides the ability for programs to update this information as changes occur.

Programs are asked to verify the accuracy and, if necessary, complete or update the following information.

Center Information	HSES Data
Center Information	Center name
	Center address, city, state, zip (5+4)
	Total number of classrooms
	Federal interest

Classes

	# of classes
A.22 Total number of classes operated	
a. Of these, the number of double session classes	
<i>Include both classes operated directly by Head Start and Early Head Start, as well as, those operated by child care partners.</i>	

TRANSPORTATION

Instructions and Definitions Please read transportation questions carefully as responses are required from all programs, including those that do not provide transportation.

Transportation services

	Yes (Y) / No (N)
A.23 Do you provide transportation to some or all of your enrolled children either directly or through a formal contractual agreement with a transportation provider?	

	# of children
a. If yes, how many children are transported?	

Buses

Instructions and Definitions Indicate, by month, the number of buses purchased since last year's PIR was reported. Enter the number in the month in which you signed the agreement to purchase the bus, rather than the month in which the bus was actually delivered.

Include only buses purchased with ACF grant funds that will be used to support the operation of your Head Start or Early Head Start program.

A.24 Number of buses purchased:			
Month	# of buses purchased	Month	# of buses purchased
a. August 2009		g. February	
b. September		h. March	
c. October		i. April	
d. November		j. May	
e. December		k. June	
f. January 2010		l. July	

	Yes (Y) / No (N)
A.25 Do you lease any of the buses used by your program?	

	# of leased buses
a. If yes, how many buses are leased?	

RECORD KEEPING

Management information systems

			Yes (Y) / No (N)
A.26 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?			
<i>If yes, list software programs - primary tool first.</i>	(1) Name/title	(2) Locally designed Yes (Y) / No (N)	(3) Web-based Yes (Y) / No (N)
a. Enter name/title, if locally designed, and if web-based			
b. Enter name/title, if locally designed, and if web-based			
c. Enter name/title, if locally designed, and if web-based			

B. PROGRAM STAFF & QUALIFICATIONS

Instructions and Definitions

This section of the PIR is used to describe all staff involved in your Head Start or Early Head Start program.

Programs should include all staff on the payroll at any time since last year's PIR was reported.

- If more than one individual held the position during the year, provide information for the person who was in the position at the time the PIR is reported.
- If the position is vacant at the time the PIR is reported, provide information on the last person to hold the position during the year.
- Head Start and Early Head Start programs must report separately.
- Grantees and delegate agencies must also report staff separately.

Staff to include in the PIR counts:

Included	Staff - Includes all administrative, management, child development, content area, and support staff such as custodians, regardless of the funding source for their salaries.
	Contracted Staff - Includes individuals who are not Head Start or Early Head Start employees that the program has contracted with to provide an ongoing service (e.g., disabilities specialists and mental health professionals, child care providers, or bus drivers).
	Total Staff - Includes all staff members, regardless of the funding source for their salary or number of hours worked.
May be included	Contracted Providers - May include: Disabilities specialists and mental health professionals Child care providers Bus drivers Family child care teachers/ providers Collaboration partners – Include staff members who provide direct services only
	Substitutes - For PIR purposes, include only those substitutes that replaced a staff member for an extended period of time. Examples include turnover, maternity, or other extended leave.
Not included	Consultants - Individuals providing short-term services to the program such as volunteers, student interns, or trainees. Do not include consultants in the PIR staff counts.

TOTAL STAFF

Staff by type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Number of all staff members, regardless of the funding source for their salary or number of hours worked		
a. Of these, the number who are current or former Head Start or Early Head Start parents		
b. Of these, the number who left since last year's PIR was reported		
1. Of these, the number who were replaced		
<i>Programs completing the PIR survey for the first time should report the number of staff who left since the program began.</i>		

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to your program since last year's PIR was reported	
a. Of these, the number who are current or former Head Start or Early Head Start parents	
<i>Include both classroom and non-classroom volunteers. Count each person only once, regardless of the number of times they have volunteered in the program.</i>	

MANAGEMENT STAFF

Management Staff – education, experience and salaries

Instructions and Definitions Complete the table below for management staff and individual staff persons with lead responsibility for each content area. **Do not** use averages.

Education - Select the highest level of education completed by the staff member who holds the position. Report education levels for each position.

Examples include:

- Advanced degree
- Baccalaureate degree
- Associate degree or at least two years of college completed
- GED or high school graduate

Annual Salary - Report the staff member's full annual salary for each position, even if part or all of the salary is funded by a non-ACF source or if the position is split between programs. Specify the actual salary per year. **Do not** annualize this figure if the staff member works less than 12 months of the year.

Report the percentage of the staff member's salary that is paid by Federal Head Start or Early Head Start funds. Enter the percentage (%); **Do not** enter the dollar amount.

For example:

The Program Director's annual salary is \$75,000. One-third of their salary is paid for by the local school district and two-thirds is paid by Head Start. Report the full annual salary of "\$75,000." Report the percentage funded by Head Start as "66%."

B.3 Management staff:	(1) Level of education	(2) # of years in position	(3) Annual salary	(4) % of salary funded by Head Start or Early Head Start
a. Executive Director			\$	%
b. Head Start or Early Head Start Director			\$	%
c. Child Development & Education Manager			\$	%
d. Health Services Manager			\$	%
e. Family & Community Partnerships Manager			\$	%
f. Fiscal Officer			\$	%

DISABILITY SERVICES STAFF

Disability Services Manager(s)

	# of hours per week
B.4 On average, how many hours per week does the disability services manager(s) spend coordinating disabilities services?	
<i>If more than one person has lead responsibility for this role, provide the combined number of hours per week devoted, on average, to coordinating disabilities services.</i>	

CHILD DEVELOPMENT STAFF

Child Development Staff – qualifications

Instructions and Refer to [ACF IM-HS-08-12](#)

Definitions Include **ALL** child development staff, both part-time and full-time, regardless of the funding source for their salaries.

Include contracted child development staff and the child development staff of partnering agencies that provide direct services to Head Start or Early Head Start children.

Count each child development staff person by the highest degree or credential held. Staff persons that are continuing their education in pursuit of a higher degree or credential should also be reported in the relevant subsections of that category.

Early Childhood Education Degree - Is an associate, baccalaureate, or advanced degree in early childhood education

Classroom Teachers - Includes all lead teachers and co-lead teachers.

Home-based Visitors - Includes child development staff only. Family & community partnerships staff are reported in a separate section.

	(1) # of Classroom Teachers	(2) # of Assistant Teachers	(3) # of Home- based Visitors	(4) # of Family Child Care Providers	(5) # of Child Development Supervisors	(6) # of Home- based Supervisors
B.5 Total number of child development staff by position						

(1) # of Classroom Teachers	(2) # of Assistant Teachers	(3) # of Home- based Visitors	(4) # of Family Child Care Providers	(5) # of Child Development Supervisors	(6) # of Home- based Supervisors
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<i>Of the number of child development staff by position, the number with the following degrees or credentials:</i>					
a. An advanced degree in:					
1. Early childhood education					
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children					

(1) # of Classroom Teachers	(2) # of Assistant Teachers	(3) # of Home- based Visitors	(4) # of Family Child Care Providers	(5) # of Child Development Supervisors	(6) # of Home- based Supervisors
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<i>Of the number of child development staff by position, the number with the following degrees or credentials:</i>					
b. A baccalaureate degree in:					
1. Early childhood education					
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children					
3. Any field and admitted to Teach for America and passed early childhood content exam					
<i>Of the child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:</i>					
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education					

	(1) # of Classroom Teachers	(2) # of Assistant Teachers	(3) # of Home- Based Visitors	(4) # of Family Child Care Providers	(5) # of Child Development Supervisors	(6) # of Home- Based Supervisors
<i>Of the number of child development staff by position, the number with the following degrees or credentials:</i>						
c. An associate degree in:						
1. Early childhood education						
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children						
<i>Of child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:</i>						
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education						

	(1) # of Classroom Teachers	(2) # of Assistant Teachers	(3) # of Home- Based Visitors	(4) # of Family Child Care Providers	(5) # of Child Development Supervisors	(6) # of Home- Based Supervisors
<i>Of the number of child development staff by position, the number with the following credentials:</i>						
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements						
<i>Of child development staff with the credentials in B.5.d above, the number enrolled in:</i>						
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education						
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education						

	(1) # of Classroom Teachers	(2) # of Assistant Teachers	(3) # of Home- Based Visitors	(4) # of Family Child Care Providers	(5) # of Child Development Supervisors	(6) # of Home- Based Supervisors
<i>Of the number of child development staff by position:</i>						
e. The number who do not have the qualifications listed in B.5.a through B.5.d						
<i>Of the child development staff in B.5.e above, the number enrolled in:</i>						
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education						
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education						
3. Any type of CDA training for preschool, infant/toddler or family child care certification, or home-based credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements						

	# of classes
B.6 Total number of classes in which at least one teacher (excluding assistant teachers) has: <ul style="list-style-type: none"> A baccalaureate or advanced degree in early childhood education or in any field and coursework equivalent to a major with experience teaching pre-school age children, or An associate degree in early childhood education or in a related field and coursework equivalent to a major with experience teaching preschool-age children 	

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Instructions and Definitions Non-supervisory child development staff is reported in questions B.7 through B.15. **Do not** include supervisory staff (child development supervisors or home-based supervisors).

Child development staff – classroom teacher salary by level of education

Instructions and Definitions **Average Annual Salary** - Report the average annual salary for classroom teachers with each listed degree or credential type, even if part or all of their salaries are funded by a non-ACF source. Report the actual average salaries, not the pay scale for teachers with this degree or credential.

B.7 Classroom teacher salary by level of education:	Average annual salary
a. Advanced degree in early childhood education or related degree	\$
b. Baccalaureate degree in early childhood education or related degree	\$
c. Associate degree in early childhood education or related degree	\$
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	\$

Child development staff – average salary

Instructions and Definitions **Average Annual Salary** - Report the average annual salary for all staff in each position, even if part or all of the salary is funded by a non-ACF source or if the position is split between programs. Calculate the average using actual salary per year. **Do not** annualize this figure if staff members work less than 12 months of the year.

Average Hourly Rate - Report the average annual salary as an hourly dollar amount. For example, an average annual of salary of \$30,000 in a 36-week, 40-hour per week program equals an average hourly rate of \$20.83.

B.8 Average salary:	(1) Average annual salary	(2) Average hourly rate
a. Classroom teachers	\$	\$
b. Assistant teachers	\$	\$
c. Home-based visitors	\$	\$

Child development staff – ethnicity

Instructions and Definitions Please read the instructions for reporting of ethnicity and race carefully.

Report each non-supervisory child development staff member in **both** an ethnicity category and a race category. This includes classroom teachers, assistant teachers, home-based visitors, and family child care providers.

For example, a staff member that is identified as Black and Cuban will be counted in the “*Hispanic or Latino*” ethnicity category and also counted in the “*Black or African American*” race category.

Hispanic or Latino origin - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of their race.

B.9 Ethnicity:	# of non-supervisory child development staff
a. Hispanic or Latino origin	
b. Non-Hispanic or Non-Latino origin	

Child development staff – race

Instructions and Definitions **American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America or Central America, and who maintains tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Black or African American - A person having origins in any of the Black racial groups of Africa.

Native Hawaiian or other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Bi-Racial/Multi-Racial - A person of 2 or more races.

Other - A person reporting a race other than those listed.

Unspecified - A person whose race is unknown.

B.10 Race:	# of non-supervisory child development staff
a. American Indian or Alaska Native	
b. Asian	
c. Black or African American	
d. Native Hawaiian or other Pacific Islander	
e. White	
f. Biracial/Multi-racial	
g. Other	
1. Explain:	
h. Unspecified	
1. Explain:	

Child development staff – language

Instructions and Definitions Report each non-supervisory child development staff member. This includes classroom teachers, assistant teachers, home-based visitors, and family child care providers.

	# of non-supervisory child development staff
B.11 The number who are proficient in a language other than English	

Child development staff – classroom teacher turnover

Instructions and Definitions This item applies to classroom teachers only. **Do not** include assistant teachers, home-based visitors, or family child care providers.

	# of classroom teachers
B.12 The number of classroom teachers who left your program during the year. <i>Include those who left since last year's PIR was reported.</i>	
B.13 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field (e.g., teacher left to school system)	
b. Change in job field	
c. Other	
1. Comments:	
B.14 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	
B.15 Number of classroom teachers hired during the year due to turnover <i>Do not count staff added due to expansion.</i>	

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

Instructions and Definitions Include all family service staff, both part-time and full-time, regardless of the funding source for their salary.

Include family service staff shared by Head Start and Early Head Start programs on the PIR of the program in which the majority of their time is spent.

Count each staff member only **once** by the highest level of education completed.

Related Degree - Is an advanced degree, baccalaureate degree, or an associate degree with a major in such fields as social work, sociology, psychology, family studies, counseling, family development, family systems theory, or human resources development.

	(1) # of family workers	(2) # of FCP supervisors
B.16 Total number of family & community partnerships staff		
B.17 Number of case managers and other staff members who work directly with families such as staff with a family caseload		

	(1) # of family workers	(2) # of FCP supervisors
B.18 Of the family & community partnerships staff, the number with the following education		
a. A related advanced degree		
b. A related baccalaureate degree		
c. A related associate degree		
d. GED or high school diploma		
B.19 Of the family & community partnerships staff who do not have a related degree, the number in training leading to a related degree or credential		
B.20 Comments on staff shared by Head Start and Early Head Start programs:		

Family & community partnerships staff - family worker experience

	(1) <i>Less than 1 year</i>	(2) <i>1 to 5 years</i>	(3) <i>6 to 10 years</i>	(4) <i>Over 10 years</i>
B.21 The number of family workers with the following years of experience in this position				

C. CHILD & FAMILY SERVICES

Instructions and Definitions Selected items in this section require data to be reported both at the time of enrollment and at the end of the enrollment year.

Report on **ALL** children and pregnant women enrolled during the course of the enrollment year in both columns, including those who left the program and late enrollees.

At Enrollment – The status of the individual enrollee at the time of enrollment (i.e., include the status of children who enrolled during the enrollment year).

At End of Enrollment – The status of each enrollee at the end of his or her enrollment in the program. Include the status of those who left the program during the enrollment year.

HEALTH SERVICES

Instructions and Definitions Health information should be obtained from the medical, dental, and immunization records of all children and pregnant women enrolled for any length of time since last year's PIR was reported.

Indian Health Services and Migrant Health Services are not considered health insurance for purposes of the PIR.

Refer to the State EPSDT schedules – [Early and Periodic Screening, Diagnostic, and Treatment \(EPSDT\)](#)

- **Medicaid enrolled** – The child or pregnant woman has been officially certified as eligible for Medicaid paid services. The term does not include children or pregnant women who are thought to be eligible but have not been officially certified. Include children or pregnant women enrolled in Medicaid for any length of time since last year's PIR was reported.
- **Children's Health Insurance Program** – A federal-state partnership administered by the state under broad federal guidelines. The program may be known as "CHIP" or function under a different name. Refer to the Center for Medicare & Medicaid Services (CMS) <http://www.cms.hhs.gov/home/chip.asp> to determine the name of the program in your state.
- **CHIP enrolled** – The child has been officially certified as eligible to receive services covered by the Children's Health Insurance Program. Include children enrolled in CHIP for any length of time.

Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance		
<i>Of these, the number of children whose primary health insurance fits into the following categories:</i>		
a. Number enrolled in Medicaid		
b. Number enrolled in the Child Health Insurance Program (CHIP)		
c. Number enrolled in a combined CHIP/Medicaid Program if the state operates a Medicaid expansion		
d. Number enrolled in state-only funded insurance (for example, medically indigent insurance)		
e. Number with private health insurance (for example, parent's insurance)		
f. Number with other health insurance not listed, for example, Military Health (Tri-Care or CHAMPUS)		
1. Explain:		
<i>Count each child once</i>		

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.2 Number of children with no health insurance		

Health insurance - pregnant women (EHS programs)

	# of pregnant women at enrollment
C.3 Number of pregnant women with at least one type of health insurance	
C.4 Number of pregnant women with no health insurance	

Medical

- Instructions and Definitions**
- **Medical Home** – An ongoing source of continuous, accessible health care.
 - **Medical Treatment** – Any service that is required to improve the physical condition of the child, including all forms of medical follow-up.
 - **Chronic Condition** – Health conditions that continue over a long period of time. Examples include allergies, asthma, hearing loss, diabetes, etc. Include only those enrolled children diagnosed with a chronic condition that required ongoing medical treatment since last year’s PIR was reported.

Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care		
C.6 Number of children receiving medical services through the Indian Health Service		
C.7 Number of children receiving medical services through a migrant community health center		

Medical services – children

	# of children
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to your state’s EPSDT schedule for well child care	
<i>Include children who left the program, if they were up-to-date when they left the program.</i>	
a. Of these, the number diagnosed with a chronic condition needing medical treatment since last year’s PIR was reported	
1. Of these, the number who have received or are receiving medical treatment	
C.9 Number of all children who received medical treatment for the following chronic health conditions, including those diagnosed prior to this reporting period	# of children
a. Anemia	
b. Asthma	
c. Hearing Difficulties	
d. Overweight	
e. Vision Problems	
f. High Lead Levels	
g. Diabetes	

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age		
C.11 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age		

Pregnant women – services (EHS programs)

C.12 Indicate the number of pregnant women who received the following services while enrolled in EHS	# of pregnant women
a. Prenatal and postpartum health care	
b. Mental health interventions and follow up	
c. Substance abuse prevention and treatment	
d. Prenatal education on fetal development	
e. Information on the benefits of breastfeeding	

Pregnant women – prenatal health (EHS programs)

C.13 In which trimester of pregnancy did the pregnant women served enroll?	# of pregnant women
a. 1 st trimester (0-3 months)	
b. 2 nd trimester (3-6 months)	
c. 3 rd trimester (6-9 months)	
C.14 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	

Dental

- Instructions and Definitions**
- **Dental Home** – An ongoing source of continuous, accessible dental care provided by a dentist.
 - **Dental Services** – Include enrollees who left the program, those that re-enrolled, and late enrollees if they have completed a professional dental examination since last year’s PIR was reported.
 - **Preventive Care** – Includes fluoride application, cleaning, sealant application, etc.
 - **Dental Treatment** - Includes restoration, pulp therapy, or extraction. It **does not** include fluoride application or cleaning.

Dental home – children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.15 Number of children with continuous, accessible dental care provided by a dentist		

Dental services - children (Preschool programs)

- Instructions and Definitions** Migrant programs should report on children age 3 and older only when completing this item.

	# of children
C.16 Number of children who received preventive care	
C.17 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year’s PIR was reported.	
a. Of these, the number of children diagnosed as needing treatment since last year’s PIR was reported.	
1. Of these, the number of children who have received or are receiving treatment	
b. Specify the primary reason that children who needed treatment did not receive it.	Select one primary reason (X)
1. Health insurance doesn’t cover dental treatment	
2. No dental care available in local area	
3. Medicaid not accepted by dentist	
4. Dentists in the area do not treat 3 – 5 year old children	
5. Parents did not keep/make appointment	
6. Children left the program before their appointment date	
7. Appointment is scheduled for future date	
8. Other (please specify):	
<i>Specify additional reasons in other.</i>	

Preventive dental services – children (EHS and Migrant programs)

Instructions and Definitions Migrant Programs should report on children age 0 through 2 only when completing this item.

	# of children
C.18 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to your state's EPSDT schedule	

Dental services - pregnant women (EHS programs)

	# of pregnant women
C.19 Of the number of pregnant women served, the number who received a professional dental examination(s) and/or treatment since last year's PIR was reported	

MENTAL HEALTH SERVICES

Mental health professional

Instructions and Definitions Report the number of hours spent with children, parents and families within or outside of the classroom, and in training or consultation with Head Start staff.

	# of hours
C.20 Average total hours per operating month a mental health professional(s) spends on-site	

Mental health services

Instructions and Definitions Do not include routine communication with staff or parents or routine child screenings and assessments.

	# of children
C.21 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	
c. Number of children for whom the MH professional provided an individual mental health assessment	
d. Number of children for whom the MH professional facilitated a referral for mental health services	

Mental health referrals

	# of children
C.22 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	
a. Of these, the number who received mental health services since last year's PIR was reported	

DISABILITIES SERVICES

Disabilities (Preschool programs)

	# of children
C.23 Number of children enrolled in your program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	
2. During this enrollment year	
b. Of these, the number who have not received special education and related services	

Part C early intervention services (EHS and Migrant programs)

	# of children
C.24 Number of children enrolled in your program who have an Individualized Family Service Plan (IFSP) indicating they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to enrollment into the program for this enrollment year	
2. During this enrollment year	
b. Of these, the number who have not received early intervention services under IDEA	

Primary disabilities (Preschool programs)

Instructions and Definitions Migrant Programs should report on children age 3 and older only when completing this item.

Report the number of children with an Individualized Education Program (IEP), enrolled during this enrollment year, whose primary or most significant disability was determined by a multidisciplinary team to be one of the following disabilities.

Report each child only **once**, by primary disability.

The Multiple Disabilities category should be used rarely; only when children have a combination of impairments so severe that they cannot be addressed in special education programs provided for children with only one of the impairments.

C.25 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment		
b. Emotional/behavioral disorder		
c. Speech or language impairments		
d. Mental retardation		
e. Hearing impairment, including deafness		
f. Orthopedic impairment		
g. Visual impairment, including blindness		
h. Learning disabilities		
i. Autism		
j. Traumatic brain injury		
k. Non-categorical/developmental delay		
l. Multiple disabilities, including deaf-blind		

EDUCATION

Kindergarten transition (Preschool programs)

	# of children
C.26 Of the number of children enrolled in Head Start at the end of the current enrollment year, the number that you project to be entering kindergarten in the following school year	

Program transition (EHS programs)

C.27 Number of children leaving the Early Head Start program and entering:	# of children
a. Head Start program	
b. Other early childhood program	

Screening

Instructions and Definitions Report on **ALL** children enrolled for any period of time this enrollment year

	# of children
C.28 Number of all children who completed routine screenings for developmental, sensory, and behavioral concerns since last year's PIR was reported	
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	

C.29 What instrument(s) does your program use for developmental screening:	
<i>Enter primary tool first.</i>	<i>Name/title</i>
a. Enter name/title	
b. Enter name/title	
c. Enter name/title	

Assessment

C.30 What approach or tool(s) does your program use for ongoing child assessment:		
<i>Enter primary tool first</i>	⁽¹⁾ <i>Name/title</i>	⁽²⁾ <i>Locally designed Yes (Y) / No (N)</i>
a. Enter name/title and if locally designed		
b. Enter name/title and if locally designed		
c. Enter name/title and if locally designed		

Curriculum

C.31 What curriculum does your program use:		
a. For center-based services:		
<i>Enter curriculum used as primary foundation first</i>	(1) <i>Name/title</i>	(2) <i>Locally designed Yes (Y) / No (N)</i>
1. Enter name/title and if locally designed		
2. Enter name/title and if locally designed		
3. Enter name/title and if locally designed		
b. For family child care services:		
<i>Enter curriculum used as primary foundation first</i>	(1) <i>Name/title</i>	(2) <i>Locally designed Yes (Y) / No (N)</i>
1. Enter name/title and if locally designed		
2. Enter name/title and if locally designed		
3. Enter name/title and if locally designed		
c. For home-based services:		
<i>Enter curriculum used as primary foundation first</i>	(1) <i>Name/title</i>	(2) <i>Locally designed Yes (Y) / No (N)</i>
1. Enter name/title and if locally designed		
2. Enter name/title and if locally designed		
3. Enter name/title and if locally designed		

d. For pregnant women services: <i>Leave blank if no specific curriculum used for pregnant women services</i>		
<i>Enter curriculum used as primary foundation first</i>	<i>(1) Name/title</i>	<i>(2) Locally designed Yes (Y) / No (N)</i>
1. Enter name/title and if locally designed		
2. Enter name/title and if locally designed		
3. Enter name/title and if locally designed		

FAMILY AND COMMUNITY PARTNERSHIPS

Instructions and Definitions The following questions refer to the families of children and pregnant women enrolled in Head Start and Early Head Start.

Parents – Include the biological or non-biological person(s) identified as the primary caregiver(s). Include, for example, custodial grandparents, stepparents, guardians, and foster parents.

Homeless – The lack of a fixed, regular, and adequate nighttime residence. See [Who is Homeless?](#) for a definition of homelessness per the McKinney-Vento Homeless Assistance Act of 2001—Title X, Part C of the No Child Left Behind Act-Sec 725.

Number of families

Instructions and Definitions Count families, not children. Families with more than one child enrolled should be counted only once. Count dual-custody families as two families.

	<i># of families</i>
C.32 Total number of families	
a. Of these, the number of two-parent families	
b. Of these, the number of single-parent families	

Employment

Instructions and Definitions Count each family only **once** in the appropriate category according to their employment status at the time of enrollment.

C.33 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	
b. One parent/guardian is employed	
c. Both parents/guardians are not working such as those that are unemployed, retired, or disabled	

C.34 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	
b. The parent/guardian is not working (<i>i.e. unemployed, retired, or disabled</i>)	

Federal or other assistance

	# of families
C.35 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	
C.36 Total number of families receiving Supplemental Security Income (SSI)	

Job training/school

Instructions and Definitions Count each family only **once** in the appropriate category according to their status at the time of enrollment.

C.37 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	
b. One parent/guardian is in job training or school	
c. Neither parent/guardian is in job training or school	

C.38 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	
b. The parent/guardian is not in job training or school	

Education

Instructions and Definitions Count each family only **once**. For example, if one parent completed high school and one has an associate degree, count this family once under associate degree.

C.39 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	# of families
a. An advanced degree or baccalaureate degree	
b. An associate degree, vocational school, or some college	
c. A high school graduate or GED	
d. Less than high school graduate	

Family services

Instructions and Definitions Families may be counted in more than one category if more than one type of service was received. Include families that received services directly through the program or through program referrals.

C.40 Report the number of families who received the following services since last year's PIR was reported	# of families
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	
b. Housing assistance such as subsidies, utilities, repairs, etc.	
c. Mental health services	
d. English as a Second Language (ESL) training	
e. Adult education such as GED programs and college selection	
f. Job training	
g. Substance abuse prevention or treatment	
h. Child abuse and neglect services	
i. Domestic violence services	
j. Child support assistance	
k. Health education	
l. Assistance to families of incarcerated individuals	
m. Parenting education	
n. Marriage education	
C.41 Of these, the number that received at least one of the services listed above	

WIC participation

	# of families
C.42 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	

Father involvement

	Yes (Y) / No (N)
C.43 Does your program have organized and regularly scheduled activities designed to involve fathers / father figures?	

	# of children
a. Number of enrolled children whose fathers / father figures participated in these activities	

Homelessness services

	# of families
C.44 Total number of families experiencing homelessness that were served during the enrollment year	

	# of children
C.45 Total number of children experiencing homelessness that were served during the enrollment year	

	# of families
C.46 Total number of families experiencing homelessness that acquired housing during the enrollment year	

Agreements

Local education agency (LEA) (Preschool programs)

	# of LEAs
C.47 Number of LEAs in your Head Start service area	
a. Number of LEAs that your program has a formal agreement with to coordinate services for children with disabilities	

Part C agency (EHS and Migrant programs)

	# of Part C Agencies
C.48 Number of Part C agencies in your service area	
a. Number of Part C agencies that your program has a formal agreement with to coordinate services for children with disabilities	

Local school district

	# of school districts
C.49 Number of local school districts in your Head Start service area	
a. Of these, the number with whom you have a formal agreement to coordinate transition services for children and families	

Collaboration

	Yes (Y) / No (N)
C.50 Do you have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	

	# of formal agreements
a. If yes, how many formal agreements do you have?	

D. APPENDIX

REFERENCE LINKS

Link to where referenced in this document	Link as referenced in this document	URL or Mail To Address for Link
Top of the Document	http://hses.ohs.acf.hhs.gov/hsprograms	All programs are required to submit their PIR data electronically using the Head Start Enterprise System (HSES), located at http://hses.ohs.acf.hhs.gov/hsprograms .
	http://eclkc.ohs.acf.hhs.gov/pir	PIR Guidance and Reference materials are available at http://eclkc.ohs.acf.hhs.gov/pir .
	hseshelp@acf.hhs.gov	Please contact the HSES Help Desk at hseshelp@acf.hhs.gov or (866) 771-4737 if you require assistance with reporting.
Funded enrollment by program option	45 CFR 1306 Staffing Requirements and Program Options	http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Fiscal/Legislation%20%26%20Regulations/Head%20Start%20Program%20Performance%20Standards/fiscal_pps_2009_050506.html
Type of eligibility	Section 45 CFR 1305.4(b)(3)	http://eclkc.ohs.acf.hhs.gov/hslc/Family%20and%20Community%20Partnerships/Family%20Services/ERSEA/famcom_pps_00135_091905.htm#4
	Section 645(a)(1)(B)(iii)(II)	http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Act/headstartact.html#645
Centers and Classes	45 CFR 1309 Head Start Facilities Purchase, Major Renovation and Construction	http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Fiscal/Legislation%20%26%20Regulations/Head%20Start%20Program%20Performance%20Standards/fiscal_pps_00022_061405.html
Child development staff – qualifications	ACF IM-HS-08-12	http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/IMs/2008/resour_ime_012_0081908.html
Health services	Early and Periodic Screening, Diagnostic, and Treatment (EPSDT)	http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/EPSDT/EarlyandPeriodi.htm
	http://www.cms.hhs.gov/home/chip.asp	Center for Medicare and Medicaid Services (CMS) http://www.cms.hhs.gov/home/chip.asp
Family and Community Partnerships	Who is Homeless?	http://eclkc.ohs.acf.hhs.gov/hslc/Family%20and%20Community%20Partnerships/Crisis%20Support/Homelessness/WhoisHomeless.htm